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ABSTRACT

This presentation deals with the topic of ethnic/racial identity development, acknowledging the importance of recognizing the multicultural component in identity formation. The literature has pointed to several areas that are central to effective prejudice-prevention and prejudice-reduction programming, among them an emphasis on cognitive sophistication and critical thinking skills, transformation of negative racial attitudes, macro approaches that involve changing an institutional culture, positive interracial/inter-ethnic contact, and healthy ethnic identity development. This presentation is designed to help educators recognize behaviors associated with hierarchical stages of ethical/racial identity development and to understand curricular implications for teaching and learning inherent in these stages. The objectives of this session are to identify and distinguish between various stages of ethnic/racial identity development, to describe identity development behaviors characteristic of these stages, and to apply that knowledge to various teaching and learning environments. A comparison of different racial/ethnic identity development models and concepts, an analysis of development typology, and an exercise is provided to assist the development of understanding in ethnic identity development. Contains 21 references. (MOK)

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Understanding & Facilitating Healthy Ethnic/ Racial Identity Development

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Session # 4341, "Two Hour Action Lab"
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UNDERSTANDING AND FACILITATING HEALTHY ETHNIC/RACIAL IDENTITY DEVELOPMENT

The literature has pointed to several areas that are central to effective prejudice-prevention/ reduction programming, among them being an emphasis on cognitive sophistication and critical thinking skills, transformation of negative racial attitudes, macro approaches that involve changing an institutional culture, positive interracial/inter-ethnic contact, and healthy ethnic identity development. This latter area, ethnic/racial identity development, acknowledges the importance of recognizing the multicultural component in identity formation, and is the subject of this presentation.

Using film vignettes, interactive discussion and some lecture, this presentation will assist educators in:

(1) recognizing behaviors associated with hierarchical stages of ethnic/racial identity development, and
(2) understanding curricular implications for teaching and learning inherent in these stages.

Objectives: By the end of this session, participants will be able to:

1. identify and distinguish between various stages of ethnic/racial identity development.
2. describe identity development behaviors characteristic of these stages.
3. apply that knowledge to various teaching and learning environments.

Agenda

- introduction
- film vignettes to represent stages of ethnic/racial identity development -- and not to explain other motivations and issues that may also be part of each scenario.
  - ➔ stages 1-6: explanation of behaviors as related to characteristics of stage
  - ➔ curricular implications
- interactive exercise
- questions/further discussion
- closure

Selected Racial/Ethnic Identity Development Models

Acre (1981)	***Model of Chicano Identity***
Atkinson, Morten, Sue (1989)	***Minority Identity Development Model***
Banks (1994)	***Typology: Stages of Ethnicity***
Bennett & Bennett (1994)	***A Developmental Model of Intercultural Sensitivity***
Cross (1991)	***Model of Black Identity Development***
Hardiman (1982)	***White Identity Development Model***
Helms (1984)	***Model of White Racial Identity Development***
Kim (1981)	***Japanese Americans***
Marcia (1980)	***General Identity Development***
Phinney (1990)	***Model of Adolescent Ethnic Identity Development***
Ponterotto (1988)	***White Racial Consciousness Development Model***
Sabnani (1991)et al	***Integration of White Identity Models***

An Interpretation of Banks' Ethnic Identity Development Typology

Stages	Behaviors/Characteristics
(1) Ethnic Psychological Captivity	• ethnic self-rejection, low self-esteem, accepts negative beliefs, works towards full cultural assimilation into mainstream • Banks: members of mainstream culture are least likely to experience this stage • C. Bennett has as an example: guilt-ridden, White liberal trying too hard to be accepted by Black community
(2) Ethnic Encapsulation	• individual is ethnocentric...practices ethnic separatism • believes own ethnic group superior...all others inferior • rejects values/beliefs of mainstream cultural group • emotions: anger over miseducation by mainstream institutions • excessive individuals viewed as "bigots, racists, extremists" • C. Bennett: stage one individuals are vulnerable to groups prescribing superiority
(3) Ethnic Identity Clarification	• exhibits clarified attitudes towards self and own ethnic group • more likely with economic and psychological security • conscious of racism...respect for other ethnic/racial groups • new identity search, accepts group's role in society
(4) Biethnicity	• healthy sense of ethnic identity...desire to function in another • attitudes, skills, commitment -- participate in the other group • seeks to eliminate racism, seeks cross-racial relationships • function cogently - dominant at work, monocultural at home
(5) Multiethnicity & Reflective Nationalism	• commitment to own group & empathy/concern for others • beyond superficial, seeks to eliminate racism & oppression • function within several ethnic, sociocultural environments • commitment: nation-state, its ideals, values, & multiethnicity
(6) Globalism & Global Competency	• reflective & positive ethnic, national, global identification • able to function within cultures in nation-state & cultures in other parts of the world • internalized universalistic ethical values • have skills, competencies, commitments needed to act on these values

Exercise:

1) *Develop a scenario depicting behaviors associated with a designated stage within the teaching/learning environment of your choice.*

2) *What practical strategies can you suggest for facilitating the further development of your main character's ethnic/racial identity?*

TOWARDS A TRANS-NATIONAL/ MULTICULTURAL PERSPECTIVE: transforming the mainstream curriculum

- *viewing concepts, issues, themes, problems from several perspectives and points of view*

Rationale

- Our history is a consequence of multiple synthesis and interaction originating from within the experiences of various cultural, racial, ethnic, and religious groups.
- A mainstream-centric curriculum **without** a multiple acculturation conception of US society has negative consequences for all students, both mainstream and "other" groups.

A curriculum without multiple perspectives:

1. reinforces a false sense of superiority/inferiority in hierarchical relationships and ideas.
2. denies mainstream students the opportunity to benefit from the knowledge, perspectives, "mind set" of other groups
3. denies all students the opportunity to view their cultures from various points of view and frames of reference.
4. has a negative influence on the "outside" groups, in terms of maraginalization of their experiences, cultures, and perspectives.

Potential strengths of transformative curriculum model:

- students acquire a more balanced view of who the participants were in the formation of society and culture.
- ***promotes global understanding and multicultural perspective: awareness, knowledge, and appreciation of both the diversity and commonality of cultures.***
- may contribute to reducing racial and ethnic encapsulation.
- facilitates the understanding of how knowledge is constructed and its dependence on an individual's or group's experiences, values, perceptions, and perspectives.
- promotes the development of the cognitive and affective dimensions of empathy: to see oneself in the place of another; to experience the feelings of another, to participate in the process of perspective and role taking and to respond accordingly.
- essential for making human connections to the story; it helps to see yourself in it.
- encourages proficiencies in higher order thinking: the ability to collect, analyze, and evaluate information and to formulate conclusions; to think critically, analytically, and creatively.

Sources: Banks (1994, 1995); Chard-Yaron (1995); Baron & Sternberg, Eds. (1987)

possible/ selected curricular or programming implications:	*stages of ethnicity, (Banks, 1994)*					
• = primary focus	1	2	3	4	5	6
mono-ethnic course material and experiences to develop ethnic awareness, ethnic consciousness, & personal ethnic identity/ non-threatening intergroup/human relations exercises/ interdisciplinary; humanistic, affective domain	•					
strategies for facilitating moral development and decision making skills	•	•	•	•	•	•
curricular experiences that accept and empathize with ethnic identity and hostile feelings towards other groups/non-judgmental		•				
affective curriculum for clarification of negative feelings		•				
skills for dealing with hostile feelings towards other groups in constructive ways		•				
experiences that reinforce emerging identity and clarification			•			
develop skills in critical thinking	•	•	•	•	•	•
values clarification strategies			•	•	•	•
assistance with acquiring a balanced, objective perspective of group/ + and - /			•			
focus on helping students master concepts and generalizations related to an ethnic group other than one's own / compare and contrast experiences				•		
human relations strategies to strengthen skills for positive interactions with people of another ethnic group				•		
promote viewing of events and situations from perspective of another group				•		
focus on mastering concepts and generalizations about wide range of groups/ multiple perspectives re events and situations					•	•

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